

Focus/Teaching Point (What one thing will you teach and why?):

Line breaks and stanza breaks tell readers to pause; poets place them intentionally for various reasons/effects.

Connection (What will you say to the students about why you are teaching this?):

Remember when we started our unit and talked about reading poems aloud, we noticed that line breaks and stanza breaks are a clue to readers to pause. We might even say that *white space* in a poem is *silence*. That means that we should pay special attention to white space when we write poems.

Give Info: (How will you teach this? What exactly do you want to say?)

(Hand out printed copies of poem to be read). I'm going to read \_\_\_\_ aloud to you, and I want you to follow along as I do, paying special attention to the places where you see white space. When I'm finished, we'll talk about what you notice about the white space. [Read twice]

[Choose a particular area to examine together.] Why do you think [POET'S NAME] chose to put the line break there? [Brainstorm/create list.] Those are great ideas. I've heard some poets say that they like to end a line on the *most important* word, so perhaps the poet thought \_\_\_\_ was a word he/she wanted us to [remember/think about/imagine].

Active Involvement: (How will students "try-it" or get started before they go off to work independently?)

Let's do some small group work to think more about line breaks. [Designate groups of 3-4] I'm giving each of you the words to a poem, but it isn't written out like a poem. Right now it looks like a paragraph. In your group, look over the paragraph and decide where you think the line breaks should go. You can write them in like this [demonstrate line break editing mark]. We will talk about your decisions in a moment. [Pause for group work.]

[Invite each group to share/discuss their decisions. If not doing so, encourage students to choose a reason for the poet's decision(s), referring to the chart you've made together.]

I'm going to show you the poem with the real line breaks and stanza breaks in it. [Show.] Some of you made different decisions than this poet did; that doesn't make your answers *wrong*. You had some good ideas about why the white space could go somewhere else. This is one of the cool things about poetry—there's not really a *right* or *wrong* way to write it. You, as the poet, get to make decisions, and you should be able to explain why you do what you do.

Link: (What is the relationship between what you taught and what you expect them to do during workshop time?)

Today, I want you to look back at the poems you have been working on and experiment with white space in your poems. Try to use some of the reasons we brainstormed together to help you decide where to put white space. You might change your line breaks, create stanza breaks or even indent some lines to create the silence where you want it.

Share: (How will students share the work they did w/ each other to further develop TP?)

Based on conferences, invite 1-2 students to share a before/after of their poem and discuss why they made the new decisions they did.